

## DOCUMENT RESUME

ED 298 196

UD 026 326

TITLE Students at Risk. Programs and Practices.  
INSTITUTION Dade County Public Schools, Miami, Fla.  
PUB DATE May 88  
NOTE 70p.; Additional support for the production of this publication was provided by Citicorp Florida.  
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)  
  
EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS Basic Skills; Career Guidance; Community Programs; Dropout Characteristics; \*Dropout Prevention; \*Dropout Programs; Early Parenthood; Elementary Secondary Education; \*High Risk Students; Nontraditional Education; Suicide; Vocational Education  
IDENTIFIERS \*Dade County Public Schools FL

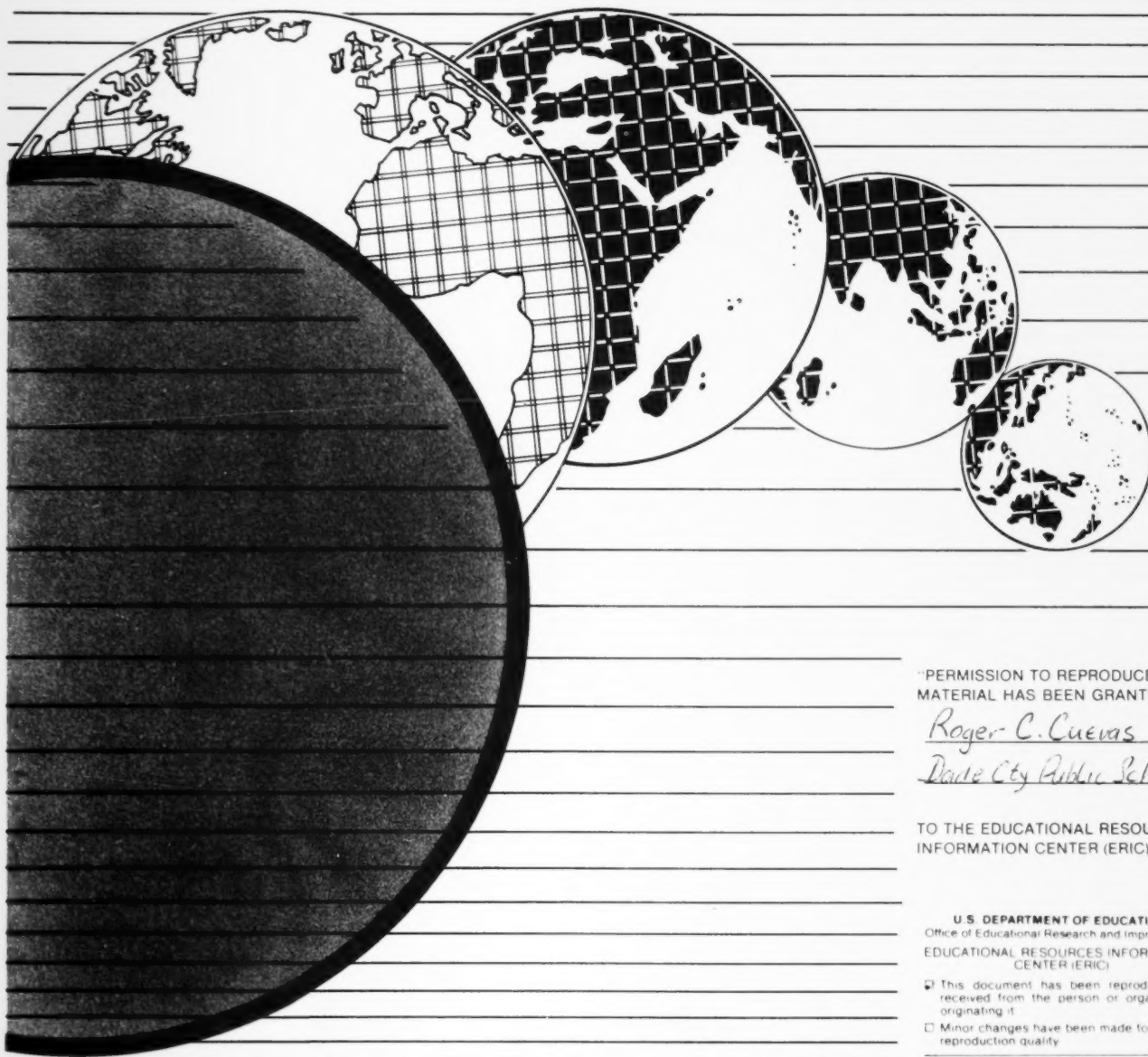
## ABSTRACT

This resource guide provides information on programs that serve at risk students in the Dade County (Florida) Public Schools. For each program the following information is provided: (1) description; (2) number of schools served; (3) number of students served; and (4) budget. The following types of programs are included: (1) dropout retrieval; (2) basic skills programs; (3) guidance services; (4) career development; (5) alternative education, including in-school alternative programs, opportunity school programs, and educational alternative outreach programs; (6) vocational/adult/community education; (7) exceptional student education; (8) community based organizations; (9) community participation; (10) dropout prevention programs; (11) substance education programs; (12) teenage pregnancy/suicide prevention; (13) expulsion investigations/alternative education assignments; and (14) future programs. An appendix provides a dropout profile for students from grades 4 to 12. (BJV)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED298196

# Programs and Practices for STUDENTS AT RISK



"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*Roger C. Cuevas*  
*Dade City Public Schools*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

**Dade County Public Schools**  
**Miami, Florida**

VD026326

## **The School Board of Dade County, Florida**

**Dr. Michael Krop, Chairman**

**Mr. G. Holmes Braddock, Vice-Chairman**

**Mr. Paul L. Cejas**

**Dr. Rosa Castro Feinberg**

**Ms. Janet R. McAliley**

**Mr. Robert Renick**

**Mr. William H. Turner**

**Dr. Joseph A. Fernandez**

**Superintendent of Schools**

*Project:*

*Students At Risk*

**MAY 1988**

Guidance Services

Basic Skills

Career Development

Alternative Education

Adult/Vocational/Community Education

Exceptional Student Education

Community Based Organizations (CBOs)

Community Participation

Dropout Prevention

DROPOUT RETRIEVAL

Substance Education

Teen Pregnancy/Suicide Prevention

Expulsion Investigations

Future Programs

## **Table of Contents**

|                                                                  |           |
|------------------------------------------------------------------|-----------|
| <b>Introduction .....</b>                                        | <b>1</b>  |
| <b>Identification .....</b>                                      | <b>5</b>  |
| <b>Dropout Retrieval .....</b>                                   | <b>9</b>  |
| <b>Intervention/Prevention .....</b>                             | <b>13</b> |
| Basic Skills Program .....                                       | 15        |
| Guidance Services .....                                          | 21        |
| Career Development .....                                         | 27        |
| Alternative Education .....                                      | 33        |
| In-School Alternative Program .....                              | 35        |
| The Opportunity School Program .....                             | 36        |
| Educational Alternative Outreach Program .....                   | 39        |
| Vocational/Adult/Community Education .....                       | 43        |
| Exceptional Student Education .....                              | 47        |
| Community Based Organizations .....                              | 51        |
| Community Participation .....                                    | 55        |
| Dropout Prevention Programs .....                                | 61        |
| Substance Education Programs .....                               | 67        |
| Teen Pregnancy/Suicide Prevention .....                          | 71        |
| Expulsion Investigations/Alternative Education Assignments ..... | 75        |
| Future Programs .....                                            | 79        |
| <b>Appendix A .....</b>                                          | <b>83</b> |

# Introduction



## **Project: Students At Risk**

1987-88

*Project: Students At Risk is the administrative unit of Dade County Public Schools which coordinates all district activities related to dropout prevention, substance education, teenage pregnancy and suicide prevention, and expulsion investigations/alternative education assignment. The project staff coordinates internal operations with the activities of appropriate external agencies and organizations.*

---

### **Mission of Project: Students At Risk**

### **Description of Functions**

Responsibilities of the **Division of Dropout Prevention** include, but are not limited to, the coordination of program strategies to support schools in the reduction/prevention of dropouts; development of the **District Comprehensive Dropout Prevention Plan**; collection and dissemination of data related to dropout rates; collaboration with community persons and school system personnel in an attempt to address the problem; inservice training for personnel and parents; monitoring the operation of all district projects; and support in recruitment of students who have already dropped out of school back into an educational setting.

---

### **Division of Dropout Prevention**

The **Department of Substance Education** coordinates the district's efforts to prevent and remediate substance abuse among youths. This coordination includes, but is not limited to, writing, planning and monitoring the implementation of substance education curricula and programs; evaluation of programs; inservice training; and raising the overall level of public awareness regarding the problem of drug abuse, and the district's efforts to deal with it effectively.

---

### **Department of Substance Education**

The **Department of Expulsion Investigations/Alternative Education Assignment** serves as the district office responsible for ensuring that students and their parents receive due process in the event of recommendation for expulsion. It investigates student complaints; reviews documents; interviews concerned parties; holds hearings; and provides the necessary documentation for the students, parents and School Board to have the factual information in the negotiation/decision-making process of determining the status of expelled students.

---

### **Department of Expulsion Investigations/Alternative Education Assignment**

---

**Department of Teenage  
Pregnancy/Suicide  
Prevention**

To combat the major problem of suicide and attempted suicide among youngsters, the district is undertaking a comprehensive suicide effort both in schools and in the community. Emphasis will be placed on three critical factors:

1. establishing need/fostering support,
2. careful planning of the program, and
3. effective management.

Additionally, impacting the ever-present and increasing problem of teenage pregnancy continues to be a major district priority. The **Department of Teenage Pregnancy/Suicide Prevention** monitors the district's ongoing and expanded efforts to provide counseling, curriculum, and programs geared toward prevention/intervention as well as education for these students at risk.

# Identification



## Dropout Definition

Section 228.041(29), Florida Statutes defines "dropout" as a "student who, during a particular school year, is enrolled in a school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution."

At the beginning of each school year, secondary school principals are provided a **Dropout Profile\*** for their schools. The purpose of the profile is to identify those students who show some inclination for terminating their school experience before graduation. The profile lists those students who meet the characteristics of potential dropouts, e.g., excessive absences, two or more years older than the grade level average, below-average achievement in reading, and low grade point averages. The profile is used as a probability indicator that schools may use to identify and provide services to those students listed, and other students who may not be listed on the profile but nevertheless may drop out of school. At the elementary school level, some of the same characteristics in the dropout profile are used to identify elementary students at risk.

\* See Appendix A

# Dropout Retrieval



## **Project REPO**

Dropout Retrieval activities are designed to "reclaim" dropouts into an appropriate educational setting. Recruitment Into An Educational Program Through Outreach (REPO) represents the major emphasis of Dade County Public Schools in regard to working with those who have already dropped out of school. Services provided to students and their parents include:

Letters and brochures containing information regarding the educational options and alternatives available to dropouts are mailed to both students and parents. Direct contact is made via telephone, and the above-referenced information is provided. In addition, this service establishes a personal communication linkage among the students, their parents, and Dade County Public Schools.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | All DCPS |
| Students served: | Varies   |
| Budget:          | \$1,000  |

Dropouts who wish to re-enter the educational system, but are in need of financial assistance, are referred to jobs through personnel offices of various businesses/industries. Through the support of various business/industry personnel offices, students who seek employment and have not completed school are referred to Project REPO for support to re-enter a suitable educational program. Parents and students who call Project REPO for other types of information are referred to the appropriate personnel within the community.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | All DCPS |
| Students served: | Varies   |
| Budget:          | \$53,000 |

---

### **Dissemination of Information**

---

### **Referral Service**

# **Basic Skills Programs**



## **Intervention/Prevention**

Intervention/prevention is the major emphasis of the dropout prevention efforts of Dade County Public Schools.

### **Basic Skills Programs**

The Basic Skills Program is designed to provide students in grades K-6 with an opportunity to experience success in reading, writing, language development and mathematics. These subjects are also taught in the context of other learning areas such as literature and expressive language, health and safety, social studies, and science.

ECIA, Chapter 1 serves students in 77 elementary, seven alternative schools, ten non-public schools and fifteen centers for neglected and delinquent youths who are achieving below-average scores for their grade level in reading and mathematics according to their percentile or stanine scores on a standardized achievement test. Elementary students are scheduled in full-day, self-contained basic skills classes with a low student/teacher ratio for a half-day; the other half-day is for application/extension activities through language experience, oral language development and directed reading instruction. The Chapter 1 program is limited to students in grades 1-4, with eight schools providing a prekindergarten program for four-year-olds. A kindergarten program is proposed for the 1988-89 school year, while the prekindergarten program will be expanded to 15 schools. The teacher/student ratio in grades 1-3 is 1:14, and in grade 4, 1:16.

[Office of Federal Projects Administration]

|                  |               |
|------------------|---------------|
| Schools served:  | 84            |
| Students served: | 15,788 (est.) |
| Budget:          | \$27,664,530  |

The Elementary Extended Learning Component is an ECIA, Chapter 1 funded program operating in 68 Chapter 1 schools. Eligible students participate voluntarily in activities which will enhance and extend the instruction they receive during regular school hours. The program provides skills reinforcement and reading extension activities on Saturday mornings or after school.

[Office of Federal Projects Administration]

|                  |                                     |
|------------------|-------------------------------------|
| Schools served:  | 68                                  |
| Students served: | 4,080 (maximum possible enrollment) |
| Budget:          | \$371,596                           |

---

**ECIA,  
Chapter 1**

---

**Elementary  
Extended Learning  
Component**

---

## **SPERCs**

Chapter 1 Satellite Parent Education Resource Centers have been initiated by the Office of Federal Projects Administration in each of the district's four administrative areas. The major objective of the centers is to provide Chapter 1 parents and students with instructional support and assistance. Each center is staffed by one parent education specialist and one clerk. Educational materials and relevant parent support include a home loan microcomputer program and a computerized calling system for positive parent communication by SPERC staff, Chapter 1 personnel and Parent Advisory Council (PAC) officers.

[Office of Federal Projects Administration]

|                  |           |
|------------------|-----------|
| Schools served:  | 94        |
| Students served: | 15,788    |
| Budget:          | \$386,946 |

---

## **Compensatory Education**

Compensatory Education offers an array of supplementary programs designed to meet the individual needs of students at risk.

Students in grades 2-5 and 7-10 are served by the **Basic Skills Instruction Program**. Students receive reading and mathematics instruction.

A **Tutorial Program Model** in the basic skills is provided for students in grades 11-13 to remediate unmastered minimum student performance standards included in the State Student Assessment Test (SSAT), Part I, or to prepare students to pass SSAT, Part II.

The **Alternative School Program** provides supplementary instruction in a computer laboratory staffed by a classroom teacher.

**Tutorial Instruction** is offered at the senior high school levels. The **Saturday Morning Program** is implemented in nine senior high schools. It offers three hours of intensive instruction in English, mathematics, social studies and science, complemented with computer-assisted instruction. At the other senior high schools, the same services are offered for one hour after school four days a week.

**Foundations for Learning Language** is a pilot project implemented in three senior high schools. It offers an integrated skills and process-based language arts curriculum for all ninth, tenth, eleventh and twelfth grade students enrolled in English classes.

[Office of Federal Projects Administration]

|                  |             |
|------------------|-------------|
| Schools served:  | 243         |
| Students served: | 34,051      |
| Budget:          | \$8,182,243 |

At the elementary level, the **Migrant Program** serves students needing additional services in language arts, early childhood education and English for Speakers of Other Languages (ESOL) support. At the secondary level, tutorial services in the basic skills, counseling, nutrition, and medical services are provided in an attempt to prevent students from dropping out of school.

---

### **Migrant Program**

[Office of Federal Projects Administration]

|                  |             |
|------------------|-------------|
| Schools served:  | 8           |
| Students served: | 2,587       |
| Budget:          | \$1,220,178 |

The **Follow Through Program** utilizes teacher aides to serve students who are in need of instructional support in the primary grades at Martin Luther King, Little River, and Holmes Elementary Schools. In addition, medical, dental and nutritional services are provided to these students.

---

### **Follow Through**

[Office of Federal Projects Administration]

|                  |           |
|------------------|-----------|
| Schools served:  | 3         |
| Students served: | 200       |
| Budget:          | \$113,565 |

The **Preschool Intervention Program** serves preschool children, ages 3-4, at four sites: Larchmont Gardens and Liberty Square Housing Project Centers, and Pine Villa and Thena Crowder Elementary Schools. Classes are taught by qualified teachers and paraprofessionals, utilizing a structured program approach. This program model focuses on oral language development and mathematical skills, which will enable children to experience greater success upon entrance into the kindergarten program.

---

### **Preschool Intervention Program**

[Office of Elementary and Secondary Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 4         |
| Students served: | 136       |
| Budget:          | \$280,418 |

---

## **Cooperative Preschool Program**

The Cooperative Preschool Program serves parents of pre-school children from underprivileged families and/or those whose household language is not English. In order to qualify for the program, parents must have children four years old on or before September 1, and must reside with their children in the school attendance zone.

[Bureau of Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 7         |
| Students served: | 90        |
| Budget:          | \$105,000 |

---

## **Reading and Mathematics Tutorial Program**

The Reading and Mathematics Tutorial Program serves students in grades one through six who are having difficulty in the basic skills. Tests are administered in reading and mathematics prior to placement. Individual and/or small group instruction is provided in the basic skills.

[Bureau of Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 121       |
| Students served: | Varies    |
| Budget:          | \$222,054 |

---

## **Partners in Education (PIE)**

Partners in Education (PIE) is a program designed to improve academic achievement of students in the Miami Northwestern Senior High School feeder pattern. It is a combined effort on the part of four agencies to work together for the improvement of education. The four partners are: Dade County Public Schools, Urban League of Greater Miami, United Teachers of Dade, and Miami-Dade Community College/Mitchell Wolfson Senior Foundation. Eleven schools participate in the program — one senior high, two junior highs, and eight elementary schools. The program has three essential components:

1. Improving student achievement
2. Shared decision-making
3. Parental involvement

Of the participating elementary schools, each has a preschool component. The major thrust of the program is to accelerate the academic and general achievement of youths at risk through cooperative and collaborative efforts.

[Bureau of School Operations]

|                  |           |
|------------------|-----------|
| Schools served:  | 11        |
| Students served: | 8,549     |
| Budget:          | \$750,000 |

**Partners in Education (PIE) Saturday Classes** is presently being implemented in seven schools comprising the Miami Northwestern Senior High School feeder pattern. The goal of the program is to provide instruction and enrichment activities in a relaxed atmosphere and to encourage teachers to develop their own creative instructional styles. The main focus of the program is to strengthen students in the basic skills areas.

[Bureau of Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 7         |
| Students served: | 1,094     |
| Budget:          | \$113,070 |

---

**PIE  
Saturday Classes**

**Project PRET (Promoting and Revitalizing Education and Training)** is designed to meet grade promotion and graduation standards by establishing and operating a program of special instruction in English and also provide, to the extent needed, selected basic skills and concepts in the home language to Haitian-origin students of limited English proficiency.

[Bureau of Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 5         |
| Students served: | 165+      |
| Budget:          | \$199,000 |

---

**Project PRET**

# Guidance Services



## Guidance Services

Recognizing that potential dropouts exhibit academic, social and emotional problems and often feel alienated and isolated from the school environment, the school system provides guidance and counseling services for those students who have special needs.

In the Elementary and Secondary Guidance Program, counselors provide individual and/or group counseling sessions for those students who have been identified as potential early school leavers. Special emphasis is directed toward students with special needs, especially those elementary school students who have been retained. The counseling sessions promote self-understanding; provide small group problem-solving experiences; help students to resolve differences and conflicts between peers and parents; and assist students in the areas of study skills, career guidance, employability skills and available educational opportunities. Parent communication is an important aspect of the guidance program offered for students.

[Office of Student Support Programs]

### ELEMENTARY

|                  |             |
|------------------|-------------|
| Schools served:  | 177         |
| Students served: | 141,112     |
| Budget:          | \$8,246,479 |

### SECONDARY

|                  |              |
|------------------|--------------|
| Schools served:  | 83           |
| Students served: | 114,453      |
| Budget:          | \$11,808,510 |

The Teachers As Advisors Program serves as an internal school support system for the potential dropout. The purpose of the program is to provide understanding and support for the individual student in the areas of career and academic achievement, course selection and planning, credit evaluation, graduation requirements and postsecondary planning. The individual attention afforded each student by the teacher advisor helps the student to understand that someone cares. The Teachers As Advisors Program also fosters parental involvement as the program mandates consistent parental contact with the advisor.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 22        |
| Students served: | 17,677    |
| Budget:          | \$235,200 |

---

### Elementary and Secondary Guidance

---

### Teachers As Advisors

---

## **ALPHA**

**A Learning Place for High Achievers (ALPHA)** Program is part of the identification, intervention and prevention components which provides an educational program and services in individual counseling, tutoring and family counseling to students who have been identified as at risk.

The program serves 20 to 30 students enrolled in grades 4-6 in two 18-week cycles. Each school is provided a teacher allocation to support an educational program for 20-30 students. Counselors from the Family Health Center, Inc., work with parents through home visits, conferences and parenting workshops.

[Office of Student Support Programs]

|                  |                 |
|------------------|-----------------|
| Schools served:  | 2               |
| Students served: | 160             |
| Budget:          | \$189,579(DCPS) |

---

## **Assertive Discipline**

The **Assertive Discipline Classroom Management Program** provides a classroom structure and routine which promotes a positive learning environment for students. The Assertive Discipline Program sets clear, consistent limits and consequences for students, provides uniform "follow through" by the teacher, and offers support and rewards for appropriate behavior.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 193       |
| Students served: | 144,940   |
| Budget:          | \$150,000 |

---

## **College Assistance Program (CAP)**

**College Assistance Program** advisors promote an early awareness of postsecondary educational opportunities and the availability of financial aid. Students are encouraged to complete high school and advised that regardless of their financial resources, postsecondary education is possible. Advisors assist students with college planning; admission to colleges, universities, trade and technical schools; admissions testing; and scholarships and financial aid. Parents are also welcome to avail themselves of these services.

The **College Assistance Program of Dade County, Inc. (CAP, Inc.)** is a community-based organization which raises funds for scholarships awarded through CAP. Awards are made on the basis of unmet financial need after all other sources of aid are exhausted. Special emphasis in financial assistance is afforded to minority students through the provision of designated scholarship funds on their behalf. During the 1987-88 school year, CAP, Inc. expended \$133,000 to assist 203 graduates with postsecondary expenses.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 26        |
| Students served: | 16,793    |
| Budget:          | \$483,327 |

Miami's Promise is a program initiated during the 1986-87 school year, designed to encourage economically disadvantaged students to remain in school by providing the support of mentors and funding for college. The program serves a group of students who were selected when they were in sixth grade. In order to be eligible for the program, students expressed a desire to attend college and a parent or guardian approved the student's participation in the program. Students must follow a pre-college course of study as advised by a counselor, and initiate communication with their mentors on a regular basis. Mentors will provide assistance to students throughout their public school and college years by encouraging them to succeed academically.

[Office of Superintendent of Schools]

|                  |       |
|------------------|-------|
| Schools served:  | 1     |
| Students served: | 72    |
| Budget:          | \$TBA |

---

## **Miami's Promise**

# Career Development



## Career Development

In an effort to help the potential dropout develop realistic career goals, special career development activities are provided by teachers, counselors and occupational/placement specialists.

The Career/Awareness/Basic Skills (CABS) Program is a major effort to integrate career education into the curriculum of the elementary classroom through individualized Learning Activity Packages (LAPs). The instructional materials are designed for students in grades K-6. The CABS program seeks to enhance students' development of career-awareness through the correlation of hands-on-activities with basic skills and specific academic content area skills, in career-related contexts. The infusion of CABS lessons is intended to motivate and reinforce the learning of the regular curriculum content and to enable students to translate the relationship between what is being learned in school into successful employability (skills) experiences in the world of work.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 75        |
| Students served: | 2,250     |
| Budget:          | \$160,652 |

The Career Awareness Laboratory Program is a "hands-on" experience in a simulated world of work setting. The purpose of the program is to develop a strong sense of responsibility, self-confidence, and self-esteem as it focuses on student success. It is designed to motivate the unmotivated, disinterested, and unsuccessful student who could become a potential dropout. This program focuses on the teaching of employability skills and career awareness activities in a laboratory setting, in addition to reinforcing the basic skills through practical application.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 31        |
| Students served: | 6,000     |
| Budget:          | \$538,488 |

Curriculum Infusion of Career Education is designed to provide staff development activities in content area curriculum for teachers at the secondary level. Participation is on a voluntary basis and is limited to 35 participants per workshop.

[Office of Student Support Programs]

|                  |        |
|------------------|--------|
| Schools served:  | 72     |
| Students served: | Varies |
| Budget:          | \$-0-  |

---

### CABS

---

### Career Awareness Laboratory Program

---

### Curriculum Infusion

---

## **COMET**

**Career Opportunities Motivated through Educational Technology (COMET)** Project is a cooperative effort of Dade County Public Schools and The Greater Miami Chamber of Commerce, providing a unique partnership for students at risk in grades 4-6. Project COMET extends the concept of "hands-on" education through career stations to their practical application in a world of work setting, using computer simulations. Matching funds have been provided by specific Chamber members to fund equipment and materials needed for the laboratory. Alternative education funding for unmotivated, disinterested students provides a career/computer education teacher and an aide for each laboratory. Basic academic skills are taught and reinforced in a practical setting.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 8        |
| Students served: | 120      |
| Budget:          | \$57,658 |

---

## **Postsecondary Planning**

The **Postsecondary Planning Program** is a comprehensive career guidance program at the secondary school level that includes all students, grades 8-12. Potential dropouts participate in activities to assess their individual aptitudes and interests, to help them narrow their career choices, and make realistic decisions about their educational and career plans. An emphasis is placed upon the employability skills essential to acquiring and retaining a job. The eighth grade unit provides potential dropouts with activities which help them to learn more about their values and interests, and to examine their attitudes toward themselves, school, and their range of career options. In grades 9-12, the focus is upon helping students to expand their decision-making skills to prepare for further education, employment or a combination of the two.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 83       |
| Students served: | 93,815   |
| Budget:          | \$44,620 |

**Transfer Student Information and Credit Evaluation System (TRACE)** has been developed to aid counselors in providing more accurate guidance to students in subject selection and career planning, thereby facilitating the transition from school to postsecondary education and/or work. The on-line computer system and **A Resource Guide for Career Guidance** provide counselors with substantive information within each career cluster regarding skill training requirements for various careers, employment outlook and growth, and job opportunities to assist students in making decisions in subject selection commensurate with their career goals.

---

**TRACE**

[Office of Student Support Programs]

|                  |                    |
|------------------|--------------------|
| Schools served:  | 83                 |
| Students served: | 93,815             |
| Budget:          | \$In-Kind Services |

The **Occupational/Placement Specialist Program Target Group** serves potential dropouts in all grades at the middle/junior high school level. Students are provided services individually and in groups in identifying, exploring, and working toward a realistic career goal. In addition, students are provided assistance, information, and experiences which will enable them to examine and intelligently select a career area appropriate to their abilities and interest, and further aid them in being appropriately placed in a career area of their choice. Students who leave school before graduation are given an exit interview for the purpose of providing follow-up services and "tracking" of the student once he/she leaves school.

---

**Occupational/  
Placement  
Specialist Program**

[Office of Student Support Programs]

|                  |                  |
|------------------|------------------|
| Schools served:  | 47               |
| Students served: | 1,410            |
| Budget:          | In-Kind Services |

# **Alternative Education**



## Alternative Education

In an effort to meet the individual needs and interests of students who have been identified as disruptive or disinterested in school, the district's alternative education programs assist students in preparing for their roles in the community; reduce the number of incidences of disruptive behavior and truancy; reduce the number of student referrals to special service agencies; and offer alternatives to conventional education to meet the specific needs and interests of students in the Dade County Public Schools. These programs are established at the elementary, middle/junior, and senior high school levels.

### In School Alternative Program

The Elementary Alternative Strategy provides a positive learning environment for students requiring an alternative to the regular classroom. Students needing in-depth instruction in basic skills, behavior modification, and personalized instruction receive a great deal of praise for progress and constructive suggestions where failure has been experienced. The regular curriculum is offered to students with the instructional plan for each student varied to meet individual needs. The teacher and aide/assistant provide a non-critical, caring atmosphere and utilize parent assistance in a non-threatening, constructive manner. Two models are available, the Transitional Basic Skills Model and the COMET Career Awareness Laboratory Model.

---

#### **Elementary Alternative Strategy**

[Office of Student Support Programs]

|                  |             |
|------------------|-------------|
| Schools served:  | 41          |
| Students served: | 615         |
| Budget:          | \$1,714,000 |

Middle school students at risk, who exhibit poor attendance, poor academic skills, and poor behavior are involved in the **Students At Risk Program (SARP)**. This is a regular instructional program with individual and group counseling provided by the teacher. Each teacher becomes familiar with all students and shares the best strategies for instruction and behavior modification.

---

#### **SARP**

[Office of Student Support Programs]

|                  |             |
|------------------|-------------|
| Schools served:  | 11          |
| Students served: | 880         |
| Budget:          | \$2,122,000 |

## **The Opportunity School Program**

---

---

### **Middle School Program**

The **Middle School Program** is designed to offer continuing education to youths who are unable to function in a traditional school setting, as evidenced by inappropriate behavior and low levels of interest. The major thrust is to redesign the environment and incorporate principles of group dynamics into learning/teaching activities. Students participate in a two-week orientation program (diagnostic), as well as in a series of intensive individual and group counseling sessions to increase self-esteem, personal growth, interpersonal relations, and survival or coping skills. Present allocations require a teacher/pupil ratio of 1:15. This program is operated at two centers. Jan Mann Opportunity School North and J.R.E. Lee Youth Opportunity School South serve students from the North and South geographic areas of Dade County respectively.

[Office of Student Support Programs]

|                  |             |
|------------------|-------------|
| Schools served:  | 2           |
| Students served: | 281         |
| Budget:          | \$3,189,219 |

---

### **Senior High School Program**

The **Senior High School Program** operates on the belief that through a process of exploring options, ways can be found to make learning more palatable and beneficial to youths at risk. Innovation, sensitivity, and relevance on the part of the school staff are the keys to program development. The instructional program stresses employability skills through Diversified Cooperative Training (DCT) and field experience, either paid or unpaid, at nearby business locations, and the teaching of academic and social skills through an interdisciplinary approach. This program operates at Miami Douglas MacArthur Senior High School North and Miami Douglas MacArthur Senior High School South, serving the North and South geographic areas of Dade County respectively.

[Office of Student Support Programs]

|                  |             |
|------------------|-------------|
| Schools served:  | 2           |
| Students served: | 425         |
| Budget:          | \$4,007,928 |

The Continuing Opportunities for Purposeful Education (COPE) Centers provide uninterrupted learning opportunities for the pregnant student. This means of dropout prevention incorporates the following: delivery of special health education, including prenatal and post partum; family planning and community resources; academic requirements; vocational counseling/training; and promotion or graduation to students who attend these centers on a voluntary basis.

---

**COPE**

[Office of Student Support Programs]

|                  |             |
|------------------|-------------|
| Schools served:  | 2           |
| Students served: | 249         |
| Budget:          | \$1,545,570 |

The Juvenile Justice Center School is located in the Juvenile Justice Detention Facility, and houses students up to the age of 18 years who have been charged with law violations for short time periods of no more than 21 days. It provides a basic academic program which parallels the course offerings of the home school, thereby assuring continuity of academic programs and attainment of credits.

---

**Juvenile Justice  
Center School**

[Office of Student Support Programs]

|                  |             |
|------------------|-------------|
| Schools served:  | 1           |
| Students served: | 205         |
| Budget:          | \$1,115,784 |

Dade Intensive Control — A residential treatment facility for adjudicated delinquent boys who are placed by HRS.

---

**Dade  
Intensive Control**

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 18       |
| Budget:          | \$48,562 |

---

## **Juvenile Justice Support Program**

The **Juvenile Justice Support Program** works under the auspices of the Department of Alternative Education Placement, to assist students of compulsory school age who have been court ordered or referred by parents, schools, or the courts. It provides educational needs assessments, behavioral record reviews, court reviews, post-commitment follow-up services, and recommendations for appropriate follow-up community services. There is a team of professionals dedicated to serve and assist in affecting positive changes in attitudes, self-esteem, and actions in the lives of today's youths.

[Office of Student Support Programs]

|                  |                    |
|------------------|--------------------|
| Schools served:  | All Public Schools |
| Students served: | Varies             |
| Budget:          | \$338,684          |

---

## **Project ATC**

**Project ATC (Alternative Telecommunication Class)** serves students enrolled in grades 7 through 12 who have been recommended for expulsion and choose to complete the Work Back Program through ATC. Students must be enrolled in the project for a minimum of 18 weeks and a maximum of 32 weeks.

[Office of Student Support Programs]

|                  |                       |
|------------------|-----------------------|
| Schools served:  | All Secondary Schools |
| Students served: | Varies                |
| Budget:          | \$126,824             |

## **Educational Alternative Outreach Program**

---

The **Educational Alternative Outreach Program** is comprised of seventeen centers which serve youngsters who are outside the mainstream of the regular school programs. The number of students enrolled in the program fluctuates, but averages approximately 600 students. A standard academic program is provided in each center, with emphasis on basic skills. Other subject areas include pre-vocational classes, art, physical education, ESOL, Exceptional Student Education and a General Education Development (GED) program.

The seventeen school centers in the **Outreach Program** are of four major types:

**Better Outlook** — A residential treatment facility for adjudicated delinquent girls placed by HRS.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 14       |
| Budget:          | \$82,482 |

**Biscayne Bay Marine Institute** — A residential alternative education center serving students assigned by the Juvenile Court.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 35        |
| Budget:          | \$112,000 |

**Dade Halfway House** — A residential treatment facility for adjudicated delinquent boys who are placed by HRS.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 22        |
| Budget:          | \$123,723 |

**Dade Marine Institute** — A non-residential alternative education center serving students assigned by the Juvenile Court.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 52        |
| Budget:          | \$114,000 |

---

### **Detention Centers**

**Miami Halfway House** — A residential treatment facility for adjudicated delinquent boys who are placed by HRS.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 23       |
| Budget:          | \$82,482 |

**Miami TRY Center** — A day-care facility for adjudicated delinquent youths who are placed by HRS.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 20       |
| Budget:          | \$82,482 |

**Pre-Trial Center** — A residential facility for youthful male offenders who have been bound over by the court to stand trial as adults or who have been indicted as adults.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 62        |
| Budget:          | \$247,446 |

---

## Temporary Shelters

**McLamore Children's Home Society** — A residential facility for abused, neglected and dependent children.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 5        |
| Budget:          | \$41,241 |

**Miami Bridge North** — A temporary residential shelter facility. HRS/Police/Voluntary Placement.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 20       |
| Budget:          | \$41,241 |

**Children's Home Society** — A temporary shelter facility. HRS Placement.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 38        |
| Budget:          | \$123,723 |

**Catholic Children's Home** — A residential alternative education program for abused and neglected K-6 students. HRS Placement.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 12       |
| Budget:          | \$22,313 |

**Here's Help North** — A residential substance abuse treatment facility. HRS/Voluntary Placement.

[Office of Student Support Programs]

|                  |          |
|------------------|----------|
| Schools served:  | 1        |
| Students served: | 38       |
| Budget:          | \$82,482 |

**Here's Help South** — A non-residential substance abuse treatment facility. HRS/Voluntary Placement.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 25        |
| Budget:          | \$123,723 |

---

## **Drug/Alcohol Rehabilitation Centers**

**Academy for Community Education (ACE)** — An alternative education center which provides a full secondary-level program for students in grades 9 through 12. The student body consists of students who have had serious school problems resulting in failure, and who are at risk of leaving school prior to graduation. Students attending the Academy are able to graduate with a standard diploma of Dade County Public Schools.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 142       |
| Budget:          | \$535,394 |

**Little Havana Institute** — An alternative education center for students in grades 8, 9 and 10, who are considered high-risk potential dropouts.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 100       |
| Budget:          | \$405,895 |

---

## **Alternative Programs**

**Richmond Perrine Optimist** — An alternative education center serving students who need a specialized program or who have been expelled from the public schools. Students are referred to the center as an alternative to expulsion, or for lack of success in the opportunity/alternative school program.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 30        |
| Budget:          | \$132,482 |

**Roving Leaders Alternative** — An alternative education program for students who need a specialized program who have been expelled from the public schools. Students are referred to the program as an alternative to expulsion or for lack of success in the opportunity/alternative school program.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 50        |
| Budget:          | \$160,000 |

# **Vocational/Adult Community Education**



## **Vocational/Adult/Community Education**

Vocational/Adult/Community Education has responsibility for providing pre-vocational, vocational and practical arts training for in-school youth. In addition, this office is also responsible for providing vocational and general adult education programs for out-of-school youths and adults. Programs are designed not only for job skills training but also for the development of abilities, understandings, attitudes, work habits and appreciations which contribute to a satisfying and productive life.

The Robert Morgan Vocational/Technical Center **Vocational Interdisciplinary Program (VIP)** serves 100 tenth grade students at risk selected from feeder schools in the South and South Central areas. Students receive vocational skills training correlated with employability skills instruction and academic skills improvement through small class sizes, tutoring and remedial sessions. Intensive individual and group counseling is also an important part of the students' curriculum.

---

**VIP**

[Office of Vocational/Adult/Community Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 100       |
| Budget:          | \$150,000 |

The **Learning and Earning for an Agribusiness Future (LEAF) Program** serves 60 tenth grade students at risk by providing them with academic and agribusiness instruction. The program assists students in developing a positive attitude about school and work; developing their knowledge, skills and attitudes; developing horticultural/animal care skills training correlated with employability skills instruction; and providing on-the-job training in business and industrial establishments.

---

**LEAF**

[Office of Vocational/Adult/Community Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 1         |
| Students served: | 60        |
| Budget:          | \$171,083 |

---

## **Work Experience Program**

The Work Experience Program (WEP) is designed to provide occupational expertise to students enrolled in grades 7-10. It offers a variety of planned learning experiences in the job market. The WEP teacher locates and/or approves safe employment stations and visits the work sites of students on a periodic basis. This program offers on-the-job training and employment opportunities for students who have been identified as economically disadvantaged as well as unmotivated and disinterested in school. The opportunities are twofold:

1. Increase the holding power of students, and
2. Offer employment while in school.

[Office of Vocational/Adult/Community Education]

|                  |             |
|------------------|-------------|
| Schools served:  | 68          |
| Students served: | 2,055       |
| Budget:          | \$3,348,000 |

---

## **Single Parent Homemaker Program**

The Single Parent Homemaker Program operates at Miami Lakes Technical Education Center, Lindsey Hopkins Technical Education Center, Robert Morgan Vocational Technical Institute, Miami Dorsey Skill Center, Miami Skill Center and South Dade Skill Center. The major goal of the program is to work cooperatively with Community Based Organizations (CBOs) to identify and recruit single parents/homemakers and to provide vocational skill training in high-wage potential as well as nontraditional job areas.

[Office of Vocational/Adult/Community Education]

|                  |           |
|------------------|-----------|
| Schools served:  | 6         |
| Students served: | 179       |
| Budget:          | \$144,000 |

# **Exceptional Student Education**



## Exceptional Student Education

Dropout programs for Exceptional Students are based upon the development of the students' positive self-esteem and self-confidence which leads to motivation and success. Through participation in real-life situations which foster positive experiences, exceptional students are motivated to view school as having a realistic impact on their lives.

Vocational Instruction, Community Training, Opportunity for Youth (VICTORY) is a program at selected middle and junior high schools in which exceptional students participate in an intensive employability skills program through a real world of work laboratory. These students experience immediate success in highly motivating tasks which increase self-confidence. Positive interpersonal behaviors and real world coping skills are integrated into each career-oriented experience. Through a simulated work environment, students are given respect as employees and receive intrinsic rewards as a result of their self-motivation. Realistic career and vocational choices emerge as a result of the variety of hands-on experiences in the laboratory. During the 9th grade, all exceptional students participate in a career interest aptitude survey and a Career/Vocational Conference which helps the parents, students and school personnel determine career and vocational goals, and match these goals with appropriate education and training options.

Community-based training programs which allow the exceptional student to acquire self-awareness and confidence necessary for success in on-the-job settings are being developed at senior high schools. Students are provided opportunities in which the academics learned in classroom settings are applied to real-life situations.

All 11th grade ESE students participate in a Transition Conference involving the parent, student and community agency or employer. During the conference, the anticipated needs of students as they prepare to leave school and move into employment are identified. Referrals to other governmental agencies are initiated and needed modifications are made in the students' schedules for the final year in school.

[Office of Student Support Programs]

|                  |           |
|------------------|-----------|
| Schools served:  | 11        |
| Students served: | 306       |
| Budget:          | \$376,722 |

---

## VICTORY

# **Community Based Organizations (CBOs)**



## Community-Based Organizations (CBOs)

The community-based organizations are designed to provide support to actual dropouts and potential dropouts through various program strategies and services. These programs are operated cooperatively by Dade County Public Schools and community-based organizations/agencies. Grant monies are made available through the Florida Department of Education, on a competitive basis, to public or private nonprofit entities wishing to implement dropout retrieval activities or community-based dropout prevention programs.

**ASPIRA** serves Hispanic, Haitian, and other minority students. The major goal of this program is to offer a comprehensive leadership program whereby students are motivated to stay in school, develop their skills and interests, and acquire a postsecondary education.

---

**ASPIRA**

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | 10       |
| Students served: | 250      |
| Budget:          | \$60,000 |

The Haitian-American Interdisciplinary Tutoring Initiative (HAITI) provides tutoring teams at three elementary and one secondary school. The program assists selected students who are native speakers of Haitian Creole in specific subject areas after regular school hours.

---

**HAITI**

[Bureau of Education]

|                  |          |
|------------------|----------|
| Schools served:  | 4        |
| Students served: | 115      |
| Budget:          | \$80,000 |

**Lucky Acorns** is an early intervention family training program designed to teach students to display proper behavior, to avoid involvement with drugs and alcohol and to increase overall chances for success in school.

---

**Lucky Acorns**

[Office of Student Support Programs]

|                  |                 |
|------------------|-----------------|
| Schools served:  | 7               |
| Students served: | 180             |
| Budget:          | \$47,495 (DCPS) |

---

**The Last Chance (TLC)**

The Last Chance (TLC) provides an alternative to juvenile detention for non-violent juvenile offenders from 10 to 17 years of age. TLC embraces a cyclical approach which overlaps the primary institutions "traditionally" functioning as the main treatment methodology. The program provides individual, group and family counseling as well as substance education and activities in behavioral modification.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | 4        |
| Students served: | 210      |
| Budget:          | \$50,000 |

# Community Participation



## Community Participation

Community Participation provides organization and support for schools to initiate, enhance, and expand their community involvement programs. It also provides a wide variety of available services for the Dade County Public Schools. Specifically, the **School Volunteer Program of Dade County** and the **Dade Partners Program** each provide unique programming for individual schools as well as the system as a whole. For the 1987-88 school year the Department of Community Participation will operate on a budget of \$550,270. This amount includes, but is not limited to, funding of the following programs.

The **Listen to Children Program** has been operating in the Dade County Public Schools for fourteen years as a joint effort with the Mental Health Association of Dade County, Inc. The program provides an opportunity for students to have an adult friend who is nonjudgmental, objective and totally accepting of the children. Listeners do not solve problems, but assist students in resolving their own problems. Listeners might typically spend 30 minutes with each student per week, with a commitment of one year to build a trusting relationship. The program has enhanced school adjustment for over 400 Dade County students so far this year.

---

### Listen to Children

**Oyentes**, now in its fifth year, is the Spanish counterpart of The Listen to Children Program. It offers Hispanic parents and community members the opportunity to become listeners. Thus far this year, 115 parents and community people have attended 7 workshops to become Oyentes.

---

### Oyentes

[Office of School Volunteers]

|                  |       |
|------------------|-------|
| Schools served:  | 112   |
| Students served: | 1,100 |

---

### **I'm Thumbbody**

The I'm Thumbbody Program is designed to enhance self-esteem in second graders and is used nationally by school districts in conjunction with local mental health associations. The program includes a 45-minute presentation by 60 volunteers and a film, which is followed by specific games and activities that help students value their own uniqueness and appreciate the uniqueness of others.

[Office of School Volunteers]

|                  |       |
|------------------|-------|
| Schools served:  | 87    |
| Students served: | 7,830 |

---

### **Cross Age Tutors**

The Cross Age Tutors Program is designed to train students to serve as cross age tutors for students who are potential early school leavers. Fifty-five participants have learned basic tutoring techniques and receive specific ways to reinforce basic skills through games and motivational activities.

[Office of School Volunteers]

|                   |     |
|-------------------|-----|
| Schools served:   | 5   |
| Students trained: | 231 |
| Students served:  | 500 |

---

### **Ambassadors for Public Education**

The Ambassadors for Public Education Program is designed to bridge the gap between the school and its community, giving parents and other citizens the opportunity to talk with individuals who are knowledgeable about a particular school and to provide an avenue for obtaining information. Traditionally the Ambassadors have been adults. Over the past two years, however, a number of schools have identified Junior Ambassadors, or Student Ambassadors. Schools have found it particularly effective to select some of their students at risk to serve as Junior Ambassadors.

[Office of School Volunteers]

|                  |        |
|------------------|--------|
| Schools served:  | Varies |
| Students served: | Varies |

---

### **Burger King - Incentive Award Program**

The Burger King - Incentive Award Program rewards and encourages elementary students in five areas: conduct, academics, effort, attendance, and citizenship. Students earn weekly stickers which are placed on cards. Once cards are filled, they may be redeemed at any local Burger King for identified food items such as burgers, fries, Cokes or a complete meal.

[Dade Partners Program]

|                  |        |
|------------------|--------|
| Schools served:  | 79     |
| Students served: | 55,000 |

The **Adopt-A-Student Program** is sponsored by local businesses to provide quality summer jobs as well as positive professional role models for students. It is coordinated through The Greater Miami Chamber of Commerce, in cooperation with Dade County Public Schools.

---

**Adopt-A-Student Program**

[Dade Partners Program]

|                  |     |
|------------------|-----|
| Schools served:  | 4   |
| Students served: | 100 |

The **Miss School - Miss Out! Program** provides incentives for students to stay in school and rewards outstanding attendance. Local businesses provide four levels of incentives: weekly 100% attendance banners for homerooms; 100% grading period rewards; mid-year field trips for 100% attendance; and end-of-the-year awards. In addition to having the opportunity to receive a \$1,000 bond for 100% attendance, students receive Miss School - Miss Out! buttons, posters, and banners as motivational encouragement.

---

**Miss School - Miss Out!**

[Dade Partners Program]

|                  |       |
|------------------|-------|
| Schools served:  | 4     |
| Students served: | 3,200 |

A number of businesses have chosen to sponsor **Turnaround Programs** for students who demonstrate marked improvement in the areas of conduct/citizenship, academic skills, and attendance. Students are rewarded by the business partner. These programs take place every grading period. Rewards for the Turnaround Program range from small gifts and trophies to luncheons and savings bonds.

---

**The Turnaround Program**

[Dade Partners Program]

|                  |     |
|------------------|-----|
| Schools served:  | 85+ |
| Students served: | 85+ |

---

### **Adopt-A-Grandparent Program**

The Adopt-A-Grandparent Program provides a wide range of opportunities for students enrolled in elementary and secondary schools. Such opportunities include visiting privileges into nursing homes, adult congregate living facilities, and senior citizen centers, in order to build caring relationships through the sharing of activities and time together. Schools have particularly found that students at risk fare well in this environment because both the youths and the elderly both of whom may have low self-esteem, begin to feel loved and needed. Students develop a caring attitude as well as sensitivity and awareness for their needs and the needs of others.

[Office of School Volunteers]

|                  |        |
|------------------|--------|
| Schools served:  | 48     |
| Students served: | 2,355+ |

---

### **Senior Mentors**

Senior Mentors are recruited to work with identified students for two hours each week on a project based on mutual interest. With the Senior Mentor's support and direction, the student designs, develops, and completes a project in 6-10 weeks. This individual and/or small group relationship greatly benefits students at risk and provides a "creative structure" for growth and challenge. There are 40 Senior Mentors.

[Office of School Volunteers]

|                  |    |
|------------------|----|
| Schools served:  | 17 |
| Students served: | 60 |

---

### **Intergenerational Law Related Project**

The Intergenerational Law Related Project is being piloted this year in 6 senior high school social studies classes. It is designed to connect adolescents with the elderly in an attempt to gain understanding of issues and concerns facing older citizens. It is hoped that through studying the primary policy issues related to the aged in the State of Florida, young people will ultimately become advocates for the elderly in order to improve the quality of life for all citizens.

[Office of School Volunteers]

|                  |     |
|------------------|-----|
| Schools served:  | 6   |
| Students served: | 400 |

# Dropout Prevention



## Division of Dropout Prevention

The **Division of Dropout Prevention** has the responsibility to coordinate programs which would best serve those students who are not effectively served by conventional education programs. It also establishes cooperative efforts with governmental agencies, organizations, and community resources, in order to implement innovative exemplary programs aimed at reducing the number of students who do not complete their education. Through this division, the District Dropout Prevention Advisory Council provides suggestions and recommendations to the district for the purpose of enhancing dropout prevention efforts.

The **Home Instruction Program for Preschool Youngsters (HIPPY)** serves preschool children, ages 4-5, over a two-year period in four inner-city elementary schools: Buena Vista, Holmes, Little River and Orchard Villa. The program is designed to teach parents how to instruct their children utilizing program materials. The primary purpose of the program is to involve parents in educational activities with their children at home and to insure success in the activity for both parents and children. There are three major areas of intellectual functioning — formal language, sensory discrimination, and problem-solving.

---

### HIPPY

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | 4        |
| Students served: | 75       |
| Budget:          | \$78,000 |

The **Truancy Prevention Program** is designed to meet the needs of specific groups of potential dropouts. It presents a total effort by the feeder schools' staffs and community agencies to improve school attendance. Its purpose is to reduce existing truancy problems in the feeder pattern. Hourly personnel provide support to students experiencing problems through individual counseling. Parents are contacted through telephone calls and home visitations. A parent caller (automated) is used to contact the parents during the evening hours to report student absences and communicate other pertinent information.

---

### Truancy Prevention Program

[Project: Students At Risk]

|                  |                      |
|------------------|----------------------|
| Schools served:  | 5                    |
| Students served: | Schools' populations |
| Budget:          | \$21,450             |

---

**PIC/SFETC/  
Cities in Schools (CIS)**

The Private Industry Council (PIC)/South Florida Employment and Training Consortium (SFETC)/Job Training Partnership Act (JTPA) Dropout Prevention Program serves 2,500 "high risk" potential dropouts at selected senior high schools providing a multi-year sequence of training and employment opportunities. It provides employability skills training and guaranteed summer jobs each year if the students remain in school; a full-time private sector job upon graduation; part-time jobs during the school year; remedial instruction; and extensive counseling through school personnel and social service agency counselors. The 2,500 students in the program are provided with extensive counseling and assistance from social service agency personnel who are housed in trailers or in school offices at each of the school sites. Clerical support is provided by Dade County Public Schools at three school sites. The school sites are:

Coral Gables Senior High  
Hialeah Senior High  
Hialeah-Miami Lakes Senior High  
Homestead Senior High  
Miami Beach Senior High  
Miami Carol City Senior High  
Miami Central Senior High  
Miami Coral Park Senior High  
Miami Edison Senior High  
Miami Jackson Senior High  
Miami Northwestern Senior High  
Miami Senior High  
Miami Springs Senior High

[Project: Students At Risk]

|                  |                                    |
|------------------|------------------------------------|
| Schools served:  | 13                                 |
| Students served: | 2,500                              |
| Budget:          | \$3,000,000 (JTPA/Title IIA & IIB) |
|                  | 786,000 JTPA 123 Funds             |
|                  | 163,000 Community Sources          |
|                  | 186,743 DCPS Chapter 2 Funds       |

The **Dropout Prevention Rebate Program** is a major effort of Dade County Public Schools to reduce the dropout rate at the secondary school level. Utilizing the **Dropout Profile**, each secondary school has targeted 100 potential dropouts for intensive services that will be determined by each school. A rebate of \$50 per student will be awarded to the schools for each student who remains in school until the end of the school year and meets all three program criteria: attendance, academic performance, and conduct.

---

**Rebate**

[Project: Students At Risk]

|                  |           |
|------------------|-----------|
| Schools served:  | 83        |
| Students served: | 8,300     |
| Budget:          | \$400,000 |

The annual **Sibley Weekend Success Seminar (SWSS)** consists of a weekend at the Ocean Reef Club in Key Largo, Florida. This weekend serves as a reward for students who meet the potential dropout profile characteristics, participate in the Rebate Program, and demonstrate significant improvement in the areas of attendance, academic grades, and conduct. Mr. Harper Sibley, Jr., the owner of the Ocean Reef Club, sponsors this all-expense-paid weekend for 100 students from selected schools. Students participate in structured counseling and recreational activities designed to promote leadership abilities.

---

**SWSS**

[Project: Students At Risk]

|                  |                    |
|------------------|--------------------|
| Schools served:  | 15                 |
| Students served: | 100                |
| Budget:          | \$Privately funded |

The **Parent Caller** is a computerized calling system. The purpose of the Parent Caller is to assist schools in reducing problems of truancy and absenteeism among students. A recorded message developed by the individual school is programmed into the Caller and, at a time determined by the school, a call is automatically placed to the student's home, advising the parent or guardian that the student was tardy or absent. This system provides for close monitoring and reporting of a student's attendance habits by the school and home in a timely, efficient manner. This monitoring procedure reduces the possibility of major attendance problems developing. The Parent Caller also increases school-parent communication as a result of its use as a positive means of reinforcing academic and conduct achievement. This is effected by phoning honor roll students to commend them on their progress.

---

**Parent Caller**

[Project: Students At Risk]

|                  |                      |
|------------------|----------------------|
| Schools served:  | 29                   |
| Students served: | Schools' populations |
| Budget:          | \$-0-                |

---

## **Energy Management Program**

The Energy Management Program is designed to serve a twofold purpose of reducing the dropout rate and providing positive involvement of students at risk in facility operation and management through energy conservation activities. The program provides incentives for both students and schools through the formation of clubs and heightened energy conservation awareness. There is a potential for additional discretionary funds going to the schools through the Energy Rebate Program. A result is district recognition for energy savings and constructive activities for youths at risk within schools. This catalyst to increase school interest, spirit, and activities translates into a reduced risk of students dropping out, thus enabling students to achieve their educational goals.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | 12       |
| Students served: | 600      |
| Budget:          | \$12,000 |

---

## **Evening High School**

The Evening High School is a pilot alternative school which offers an educational program to high school students who, for many reasons, find it difficult to attend the regular day-school program. The program, which relies heavily on a work-experience model, will allow students to:

- Remain on the rolls of the day-school and participate in extra-curricular activities.
- Receive a standard high school diploma.
- Participate in an individualized planned program specifically designed specifically to meet the needs of students.
- Receive three credits for on-the-job training (OJT). The remainder of the credits toward graduation will be received by attending classes in the late afternoon, early evening and/or Saturday.

[Bureau of Education]

|                  |       |
|------------------|-------|
| Schools served:  | 1     |
| Students served: | 15-30 |

# Substance Education



## Substance Education

**Substance Education Programs** are provided for students in grades K-12. These programs provide information and counseling services to students and parents, establish linkage with the home, school, and community, and promote effective community relations with regard to substance education programs.

**To Reach Ultimate Success Together (Project TRUST)** is a comprehensive student assistance program with components that include elementary curriculum, middle/junior high and selected senior high school intervention, prevention and referral services, as well as community involvement in each senior high school's feeder pattern.

The **Project TRUST** program at the elementary school level provides units of study for each grade level with a comprehensive curriculum which involves students in activities and discussions dealing with such affective areas of education as inter/intrapersonal skills, coping with peer pressure, and the overall harmful effects of drugs on the mind and body.

[Project: Students At Risk]

|                  |                         |
|------------------|-------------------------|
| Schools served:  | 178                     |
| Students served: | DCPS elementary schools |
| Budget:          | \$126,310               |

The **Project TRUST** program at the middle/junior high school level provides intervention and prevention services by Project TRUST specialists. These individuals work cooperatively with other student services personnel in prevention and remediation of substance abuse and other self-defeating and destructive behaviors. The prevention component consists of structured activities and strategies designed to be used in small group sessions with students in both cognitive and affective areas of education. The intervention component provides services for students who are identified as high risk. The TRUST specialists are trained and have expertise in identification, group process, assessment, and intervention techniques. They also provide referral services to community and treatment agencies. Other components of the program include staff development activities and peer counseling services. Close working relationships with church groups, social service agencies and community centers also provide valuable resources.

---

### Project TRUST

---

#### Elementary Program

---

#### Middle/Junior High Program

---

### **Alternative Intervention Counseling Center**

The Alternative Intervention Counseling Center Program is a component of Project TRUST at the middle/junior high school level. It serves as an alternative to suspension as well as providing group counseling services. In lieu of suspension, students are recommended to receive services based upon the discretion of the principal. Other students may also be referred to the program in order that problems which interfere with their educational process may be resolved.

[Project: Students At Risk]

|                  |                                     |
|------------------|-------------------------------------|
| Schools served:  | 50                                  |
| Students served: | DCPS middle/junior high<br>students |
| Budget:          | \$1,950,228                         |

---

### **Senior High Program**

Project TRUST is a program which provides services to students, and parents of students, who have needs related to substance abuse in the Miami Northwestern, American and Miami Palmetto Senior High Schools' feeder patterns. (Miami Coral Park Senior High School feeder pattern is projected to begin in Spring, 1988.) This comprehensive program also involves church groups, law enforcement and community agencies. Each senior high school provides appropriate substance abuse information in life management skills and driver education courses.

[Project: Students At Risk]

|                  |           |
|------------------|-----------|
| Schools served:  | 23        |
| Students served: | 30,000    |
| Budget:          | \$227,000 |

---

### **Student Assistance Program**

At the secondary level in all Dade County Public Schools a Student Assistance Program has been implemented to assist students with personal problems such as alcoholism, drug abuse, depression, and family strife. The program also encourages the establishment of such groups as Alcoholics Anonymous, Narcotics Anonymous, Al-anon and Ala-teen. An elementary program should be budgeted for next year. The purpose of the program is to provide students someone with whom they can talk.

---

### **CATS**

As a component of Project TRUST, the Department of Substance Education has a contractual agreement with Informed Families of Dade County, Inc., to provide Community Action Team Specialists (CATS) in each senior high school feeder pattern. These specialists provide liaison services to students, parents, and communities in the area of substance abuse and other related self-defeating behaviors.

# **Teen Pregnancy/Suicide Prevention**



## Teen Pregnancy/Suicide Prevention

There has been an increase since the 1950s in the number of suicides among teenagers. The rate has more than tripled over the years to more than 5,000 suicides. Many suicides are not reported; therefore, the number of deaths is actually higher.

---

### Suicide Prevention

Listed below are suicide prevention procedures to be followed. These have been developed by Dade County Public Schools.

These procedures include:

---

### Procedures

- a. "Guideline 25 — Suicide Prevention" in the **Procedures for Maintaining a Safe Learning Environment** document. This guideline for schools outlines procedures which should be followed in crisis situations.
- b. An intervention Profile Report is disseminated to each secondary school every nine weeks, identifying those students whose grades, behavior or attendance have a declining trend.
- c. The Youth in Crisis Hotline (376-CARE) has been installed to assist school administrators and counselors as crises arise.
- d. Three new Student Case Management System (SCMS) codes are used for identifying services to students displaying risk behavior. They are:
  - Code 1 Risk counseling: assessment
  - Code 2 Risk counseling: intervention
  - Code 3 Risk counseling: post-intervention

- e. Suicide Prevention Allied Community Effort (SPACE)

---

### SPACE

Through Dade County Public Schools and the **Suicide Prevention Allied Community Effort (SPACE)** network, a major effort is being made to inform and educate the public about teenage suicide. A network system has been established with various governmental agency personnel, parents, DCPS and other interested citizens, to work toward combating the problem of suicide.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | All DCPS |
| Students served: | Varies   |
| Budget:          | \$80,000 |

---

## **Teenage Pregnancy**

The Department is currently coordinating the district's ongoing and expanded efforts to provide counseling, curriculum and programs regarding intervention, education and reduction of teenage pregnancy. COPE Center North and COPE Center South are schools for pregnant teenagers. A pilot day-care program is being provided at Miami Jackson Senior High School for toddlers of teenage parents enrolled in the school. The district has approved the piloting of two school-based health clinics. At the middle/junior and senior high school levels, group guidance to increase self-esteem and goal-setting is provided for girls considered at risk for pregnancy.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | All DCPS |
| Students served: | Varies   |
| Budget:          | \$20,000 |

# **Expulsion Investigations/ Alternative Education Assignments**



## **Expulsion Investigations/ Alternative Education Assignments**

The mission of the Department of Expulsion Investigations/Alternative Education Assignments is to conduct thorough independent investigations of all recommendations for student expulsions. The investigation is for the purpose of verifying facts and making a determination that all due process procedures have been followed. It is also necessary to confirm that all actions leading to the expulsion recommendation have been in full compliance with the intent of School Board rules and procedures. This effort encompasses the following:

1. reviewing, assessing, and verifying all documentation regarding recommendations for expulsion.
2. interviewing all persons involved in the incident leading to expulsion recommendations.
3. insuring that all parents/guardians are informed of a student's due process rights and of School Board policies and regulations regarding expulsion procedures.
4. writing a succinct Report of Findings to the Board and attending all School Board meetings at which expulsion recommendations appear on the agenda, in order to respond to questions and concerns from the School Board.

Additionally, the Department cooperates and works in collaboration with the Office of Student Support Programs, particularly the Work Back Program. The Department also cooperates with Legal Services of Greater Miami, Inc. (Education Advocacy Project), Health and Rehabilitative Services (HRS), other appropriate state and county agencies, and nonprofit community groups. These agencies and groups can provide assistance and suggestions for alternative placement of students during the period of expulsion. It is through these collaborative intervention efforts that the youngster is placed into an educational setting and assured continuity of academic programs, rather than allowing him/her to drop out of school.

During the 1986-87 school year, the Department investigated 150 recommendations for expulsions. Of that number, 53 were expelled by the School Board. The School Board waived 9 of these cases and the students were placed in alternative education programs. A determination was made by staff to place 23 students in appropriate alternative education/rehabilitation programs. School Board/staff action will be determined following the Hearing Officer's Final Order on the 45 cases for which hearings were requested. As of June 30, 1987, 20 cases were pending and awaiting School Board/staff action.

[Project: Students At Risk]

|                  |          |
|------------------|----------|
| Schools served:  | All DCPS |
| Students served: | Varies   |
| Budget:          | \$75,801 |

## **Future Programs**



## Future Programs

The proposed **School of Choice** is a collaborative effort among Dade County Public Schools, Burger King Corporation, Private Industry Council, and Cities in Schools. It is anticipated that the school will serve approximately 140 youngsters, ages 16 years and older, who have been identified as at risk of leaving school before graduation. The student body of this school will be comprised of youngsters who have been identified as underachieving, uninterested or unmotivated, and unable to function in the traditional classroom setting. The school structure will be non-graded. Flexible class scheduling, on-the-job training, available social services for students and their families, extensive counseling, and a mentor program will provide students additional support in all areas, and encourage them to remain and successfully complete school.

---

### School of Choice

[Bureau of Education]

|                  |       |
|------------------|-------|
| Schools served:  | 1     |
| Students served: | 140   |
| Budget:          | \$TBA |

The proposed **Middle College High School Program** is a collaborative effort between the Dade County Public Schools and Miami-Dade Community College. It is anticipated that this school will create a continuum between high school and college, featuring flexible pacing, broad curricular options, and service-oriented career education. Participants will be required to intern at a social service agency, school, court, or hospital. Throughout the program, students will be provided the opportunity to develop a feeling of identification with a faculty member and be treated as college students. The student body of this school will be comprised of junior high school youngsters who have been identified as at risk. One of the major goals in establishing this collaborative program is to reduce the dropout rate by developing an enriched senior high school program utilizing a college atmosphere.

---

### Middle College High School Program

[Bureau of Education]

|                  |       |
|------------------|-------|
| Schools served:  | TBA   |
| Students served: | TBA   |
| Budget:          | \$TBA |

---

### **Sports Theme High School**

The proposed **Sports Theme High School** is designed to create an alternative to the conventional school program that will challenge disinterested and unsuccessful students to stay in school and achieve. A unique feature of this program will be the linkage to the community through public agencies. Sports-minded middle school students, who are not succeeding in their present school and who meet the selection criteria, will be with classmates of a similar interest who voluntarily choose and apply to attend the school. It is anticipated that sports will spark students' interest and motivate academic learning during their enrollment period.

[Bureau of Education]

|                  |       |
|------------------|-------|
| Schools served:  | TBA   |
| Students served: | TBA   |
| Budget:          | \$TBA |

---

### **Planetary Studies Theme School**

The proposed **Planetary Studies Theme School** will be designed to prepare selected students at risk to make constructive contributions to the community, and actively pursue solutions to global problems. The intent of the curriculum will be to empower students to act responsibly and effectively in their study as they examine and explore the present, past, and future issues facing society.

Basic skills and required state and county content will be taught through an interdisciplinary team teaching and learning approach. An integral part of the learning process will be the implementation of action projects in the community by students.

It is anticipated that the proposed Planetary Studies Theme School will be a joint venture of Dade County Public Schools and such institutions as The Space Transit Planetarium, the Historical Society of South Florida, and the World Trade Center.

[Bureau of Education]

|                  |       |
|------------------|-------|
| Schools served:  | TBA   |
| Students served: | TBA   |
| Budget:          | \$TBA |

# Appendix A



## Early Identification of Potential Dropouts

Although the early identification of potential dropouts has been a major concern of the district, the complexity of this problem extends to many other factors outside of the school. Dade County Public Schools has developed a **Dropout Profile** identifying students from grades 4-12 within the following categories:

- |                                                                                                                                  |                |
|----------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1. <b>Major Exceptionality</b> = appropriate exceptionality designation for each exceptional education student                   | <b>MAJ EXC</b> |
| 2. <b>Limited English Proficiency (LEP)</b> = assigned to ESOL for five or more semesters                                        | <b>LEP</b>     |
| 3. <b>Absences</b> = 18 or more occurrences of absence in previous school year (Fridays and Mondays count as two absences)       | <b>ABS</b>     |
| 4. <b>Age</b> = two or more years older than the grade-level average                                                             | <b>AGE</b>     |
| 5. <b>Stanine</b> = reading stanine less than four                                                                               | <b>STA</b>     |
| 6. <b>School</b> = attended three or more schools                                                                                | <b>SCH</b>     |
| 7. <b>Grade Point Average (GPA)</b> = three or more Ds or Fs for the previous school year (not applicable to elementary schools) | <b>GPA</b>     |
| 8. <b>Suspension</b> = total days of indoor or outdoor suspension in the previous school year                                    | <b>SUS</b>     |
| 9. <b>Severity</b> = matches two or more of the profile criteria elements (number of matches are indicated)                      | <b>SEV</b>     |

At the beginning of each school year, the Office of Informational Technology, Department of Management Information Systems (MIS), prints an updated **Dropout Profile** for each school (elementary and secondary). This report is sent to each school principal with suggestions regarding special efforts available for use with these identified students.

DADE COUNTY PUBLIC SCHOOLS  
DROPOUT PROFILE  
BLANK INDICATES CRITERIA WAS NOT MET OR INFORMATION IS NOT AVAILABLE

| NAME | ID | GRADE | BIRTH    | AGE  | SEX | ETHNIC | MAJ<br>EXC | A<br>B<br>S | A<br>G<br>E | S<br>T<br>A | S<br>C<br>H | G<br>P<br>A | S<br>U<br>S | S<br>E<br>V |
|------|----|-------|----------|------|-----|--------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|      | 10 | 11    | 11/26/72 | 14.9 | M   | H      |            |             |             | X           |             | X           |             | 2           |
|      | 10 | 11    | 11/18/73 | 13.9 | M   | H      |            |             |             | X           |             | X           |             | 2           |
|      | 10 | 06    | 06/21/71 | 16.3 | M   | H      |            |             |             | X           |             | X           |             | 2           |
|      | 12 | 03    | 03/29/69 | 18.5 | F   | H      | K          | X           |             | X           |             | X           |             | 3           |
|      | 12 | 06    | 06/15/68 | 19.3 | M   | H      |            | X           |             |             |             | X           | 1           | 3           |
|      | 11 | 02    | 02/18/71 | 16.6 | M   | B      | C          | X           |             |             |             |             | 1           | 2           |
|      | 10 | 04    | 04/13/72 | 15.5 | F   | W      |            | X           |             |             |             | X           | 3           | 3           |
|      | 09 | 03    | 03/15/73 | 14.6 | M   | W      |            |             |             |             | X           | X           |             | 2           |
|      | 10 | 11    | 11/25/68 | 18.9 | M   | W      |            |             | X           |             |             | X           |             | 2           |
|      | 09 | 05    | 05/16/72 | 15.4 | F   | H      |            | X           |             |             | X           | X           | 1           | 4           |
|      | 10 | 12    | 12/13/71 | 15.8 | F   | W      |            |             |             | X           |             | X           | 2           | 3           |
|      | 12 | 08    | 08/30/69 | 18.1 | F   | H      |            |             |             | X           |             | X           |             | 2           |
|      | 11 | 05    | 05/11/71 | 16.4 | M   | B      |            |             |             |             |             | X           | 3           | 2           |
|      | 10 | 07    | 07/01/72 | 15.3 | M   | B      |            |             |             | X           |             | X           | 7           | 3           |
|      | 10 | 10    | 10/08/69 | 18.0 | F   | H      |            | X           | X           |             |             | X           |             | 3           |
|      | 09 | 07    | 07/14/72 | 15.2 | F   | H      |            |             |             |             |             | X           | 2           | 2           |
|      | 12 | 11    | 11/08/70 | 16.9 | M   | H      |            | X           |             |             |             |             | 8           | 2           |
|      | 12 | 08    | 08/10/69 | 18.2 | F   | H      |            | X           |             |             |             | X           |             | 2           |
|      | 10 | 10    | 10/16/70 | 16.0 | F   | H      |            | X           |             |             |             | X           |             | 2           |
|      | 09 | 10    | 10/10/72 | 15.0 | F   | H      |            | X           |             |             |             | X           |             | 2           |
|      | 09 | 01    | 01/22/71 | 16.7 | M   | H      |            |             |             | X           |             | X           | 3           | 3           |
|      | 11 | 09    | 09/28/71 | 16.0 | M   | H      |            |             |             |             |             | X           | 1           | 2           |
|      | 10 | 12    | 12/22/70 | 16.8 | F   | H      |            |             |             |             |             | X           | 6           | 2           |
|      | 10 | 03    | 03/30/69 | 18.5 | M   | H      |            |             | X           | X           |             | X           | 2           | 4           |
|      | 10 | 04    | 04/07/72 | 15.5 | F   | H      |            | X           |             |             | X           | X           | 3           | 4           |
|      | 10 | 08    | 08/31/72 | 15.1 | M   | H      |            | X           |             |             |             | X           |             | 2           |
|      | 11 | 03    | 03/18/71 | 16.6 | F   | B      |            | X           |             |             |             | X           |             | 2           |
|      | 09 | 02    | 02/09/72 | 15.7 | F   | B      |            |             |             |             | X           | X           |             | 2           |
|      | 09 | 09    | 09/17/71 | 16.1 | F   | H      |            | X           |             |             |             | X           | 3           | 3           |
|      | 12 | 05    | 05/30/70 | 17.4 | M   | H      |            |             |             | X           |             | X           |             | 2           |
|      | 12 | 04    | 04/28/70 | 17.5 | F   | H      |            | X           |             |             |             | X           |             | 2           |
|      | 10 | 09    | 09/28/70 | 17.0 | M   | H      |            | X           |             | X           | X           |             |             | 3           |
|      | 12 | 09    | 09/04/68 | 19.1 | F   | B      |            |             |             | X           |             |             | 1           | 2           |
|      | 11 | 04    | 04/21/69 | 18.5 | F   | H      | K          |             |             | X           |             | X           | 2           | 2           |
|      | 11 | 03    | 03/07/70 | 17.6 | F   | B      |            |             |             |             |             | X           |             | 2           |
|      | 09 | 01    | 01/31/73 | 14.7 | F   | H      |            |             |             |             | X           | X           | 10          | 3           |
|      | 09 | 01    | 01/12/73 | 14.8 | F   | B      |            | X           |             |             |             | X           |             | 2           |
|      | 11 | 05    | 05/19/71 | 16.4 | M   | H      |            |             |             |             |             | X           | 2           | 2           |
|      | 11 | 07    | 07/04/69 | 18.3 | F   | H      |            | X           |             | X           |             | X           |             | 3           |
|      | 11 | 05    | 05/11/71 | 16.4 | M   | B      |            |             |             |             |             | X           |             | 2           |
|      | 10 | 11    | 11/16/72 | 14.9 | M   | H      | J          |             |             | X           |             |             | 13          | 2           |
|      | 09 | 11    | 11/14/73 | 13.9 | F   | H      |            |             |             |             | X           |             | 5           | 2           |
|      | 10 | 12    | 12/05/70 | 16.9 | F   | H      |            | X           |             |             |             |             | 3           | 2           |
|      | 11 | 05    | 05/15/68 | 19.4 | F   | H      |            | X           | X           | X           |             | X           | 2           | 5           |
|      | 10 | 03    | 03/02/71 | 16.6 | F   | B      |            | X           |             | X           |             | X           |             | 3           |
|      | 09 | 03    | 03/23/70 | 17.6 | M   | B      |            |             | X           |             |             | X           | 4           | 3           |
|      | 10 | 10    | 10/07/72 | 15.0 | F   | B      |            |             |             |             |             | X           | 1           | 2           |
|      | 11 | 03    | 03/01/71 | 16.6 | F   | B      |            |             |             | X           |             | X           |             | 2           |

S A M P L E

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational program/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are providing re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.

**Dade County Public Schools  
and  
Project: Students At Risk  
wish to thank  
Citicorp Florida**  
for their generous support in the production of this publication,  
**Programs and Practices for Students At Risk.**

***CITICORP***  ***FLORIDA***